



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 11481384  
SAU: Sanford School Department  
School: Margaret Chase Smith Sch.-Sanf

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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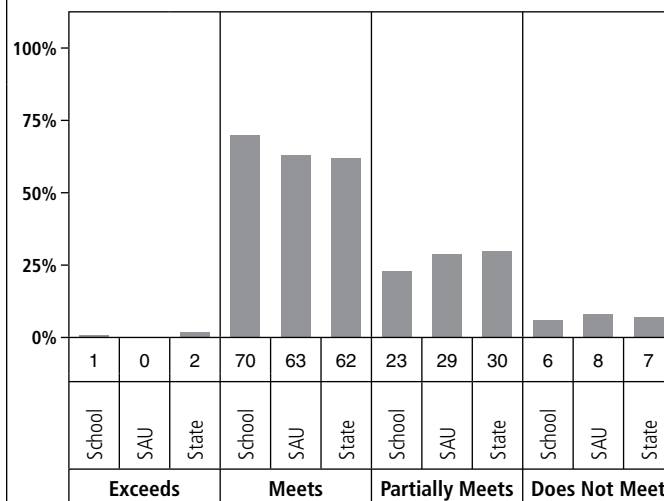
# SUMMARY OF SCORES

Test Date: March 2008  
 Grade: 3  
 SAU: Sanford School Department  
 School: Margaret Chase Smith Sch.-Sanf

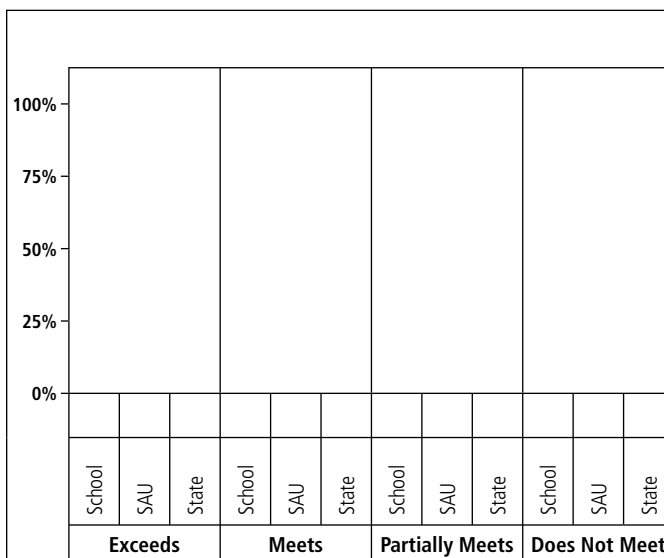
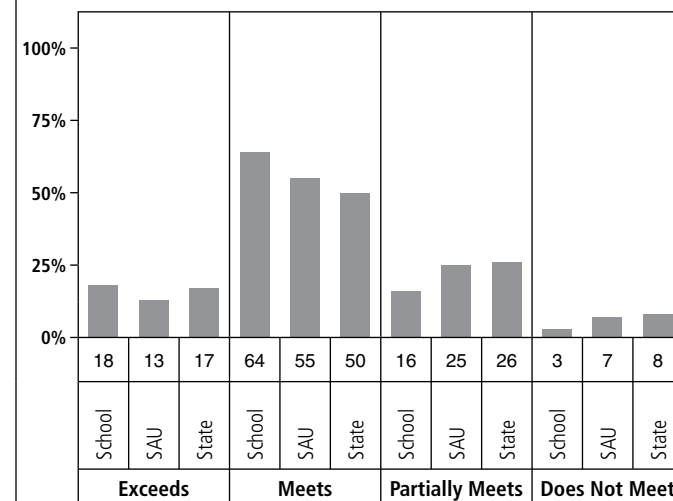
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	345	343	345
2006–2007	346	344	345
<b>2007–2008</b>	<b>345</b>	<b>344</b>	<b>344</b>
Cum. Avg. *	345	344	345
<b>Mathematics</b>			
2005–2006	343	341	344
2006–2007	349	346	347
<b>2007–2008</b>	<b>350</b>	<b>346</b>	<b>347</b>
Cum. Avg. *	347	344	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 3  
SAU: Sanford School Department  
School: Margaret Chase Smith Sch.-Sanf

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	80	100	240	100	13803	100	80	100	238	99	13714	99	80	100	237	99	13710	99						
<b>Ethnicity</b> African American/Black	0	0	6	3	399	3	0	0	6	100	391	98	0	0	6	100	392	98						
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99						
Asian or Pacific Islander	7	9	13	5	210	2	7	100	13	100	205	98	7	100	13	100	206	98						
Hispanic	3	4	3	1	162	1	3	100	3	100	158	98	3	100	3	100	159	98						
Caucasian/White	70	88	218	91	12916	94	70	100	216	99	12846	100	70	100	215	99	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	11	14	48	20	2358	17	11	100	48	100	2333	99	11	100	48	100	2329	99						
<b>Current LEP</b>	9	11	13	5	371	3	9	100	13	100	357	96	9	100	13	100	361	98						
<b>Economically disadvantaged</b>	32	40	133	55	5584	40	32	100	131	98	5535	99	32	100	131	98	5530	99						
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	71	89	188	78	10650	77	71	89	190	79	10678	77						
Identified disability (PET/IEP)	4	6	9	5	475	4	4	6	9	5	479	4						
LEP	9	13	9	5	151	1	9	13	9	5	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
<b>Participation with accommodations</b>	9	11	47	20	2936	21	9	11	44	18	2911	21						
Identified disability (PET/IEP)	7	78	36	77	1735	59	7	78	36	82	1729	59						
LEP	0	0	4	9	197	7	0	0	4	9	208	7						
504 plan	0	0	1	2	49	2	0	0	1	2	47	2						
Other	2	22	9	19	986	34	2	22	6	14	958	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	3	1	123	1	0	0	3	1	121	1						
Identified disability (PET/IEP)	0	0	3	100	123	100	0	0	3	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	1	0	12	0						
<b>Non-participation – other</b>	0	0	2	1	80	1	0	0	2	1	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Sanford School Department  
School: Margaret Chase Smith Sch.-Sanf

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	4	5	11	5	352	3
	2006-2007	0	0	0	0	332	2
	<b>2007-2008</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>227</b>	<b>2</b>
	Cum. Total*	5	2	12	2	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	48	57	101	49	8641	62
	2006-2007	65	76	144	65	8691	63
	<b>2007-2008</b>	<b>56</b>	<b>70</b>	<b>147</b>	<b>63</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	169	68	392	59	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	24	29	60	29	3671	27
	2006-2007	17	20	60	27	3781	27
	<b>2007-2008</b>	<b>18</b>	<b>23</b>	<b>68</b>	<b>29</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	59	24	188	28	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	8	10	35	17	1163	8
	2006-2007	4	5	19	9	1021	7
	<b>2007-2008</b>	<b>5</b>	<b>6</b>	<b>19</b>	<b>8</b>	<b>938</b>	<b>7</b>
	Cum. Total*	17	7	73	11	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	28.8	62.6	27.1	58.9	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	14.6	63.5	13.9	60.4	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	14.2	61.7	13.2	57.4	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Sanford School Department  
 School: Margaret Chase Smith Sch.-Sanf

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	80	1	1	56	70	18	23	5	6	345	235	0	63	29	8	344	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										6	0	50	50	0	342	384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	7	0	0	6	86	1	14	0	0	346	13	0	77	23	0	345	203	1	60	31	8	344
Hispanic	3										3						158	1	52	36	11	342
Caucasian/White	70	1	1	48	69	17	24	4	6	346	213	0	62	29	8	344	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	2	18	5	45	4	36	337	45	0	22	49	29	336	2210	0	32	48	20	338
No	69	1	1	54	78	13	19	1	1	347	190	1	72	24	3	346	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	9	0	0	7	78	1	11	1	11	344	13	0	69	23	8	344	348	1	36	45	19	339
No	71	1	1	49	69	17	24	4	6	346	222	0	62	29	8	344	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	32	1	3	18	56	11	34	2	6	344	128	1	55	33	11	342	5450	1	49	39	11	341
No	48	0	0	38	79	7	15	3	6	346	107	0	71	24	5	346	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	80	1	1	56	70	18	23	5	6	345	235	0	63	29	8	344	13581	2	62	30	7	344
<b>Gender</b>																						
Female	39	1	3	29	74	7	18	2	5	347	111	1	70	22	7	346	6567	3	65	27	5	345
Male	41	0	0	27	66	11	27	3	7	344	124	0	56	35	9	342	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	18	0	0	8	44	6	33	4	22	340	48	0	35	48	17	340	2004	0	37	49	14	339
No	62	1	2	48	77	12	19	1	2	347	187	1	70	24	6	345	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	2										3						125	11	87	2	0	355
No	78	1	1	54	69	18	23	5	6	345	232	0	62	29	8	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Sanford School Department

School: Margaret Chase Smith Sch.-Sanf

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	3	60	1	20	1	20	343	4	0	56	33	11	342	6	0	43	39	18	340
B. less than one hour	87	1	1	51	74	13	19	4	6	346	82	1	67	26	7	344	79	2	65	28	5	345
C. one to two hours	5	0	0	2	50	2	50	0	0	345	9	0	50	35	15	341	12	2	60	31	7	344
D. more than two hours	1	0	0	0	0	1	100	0	0	336	5	0	25	58	17	338	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	38	1	3	22	73	6	20	1	3	347	38	1	61	31	7	344	29	3	62	28	7	345
B. They match some of what I have learned.	47	0	0	28	76	8	22	1	3	346	42	0	71	26	3	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	9	0	0	3	43	3	43	1	14	341	14	0	50	31	19	341	15	1	56	34	9	343
D. There is no match.	6	0	0	3	60	0	0	2	40	340	6	0	43	29	29	340	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	46	1	3	26	72	7	19	2	6	347	48	1	67	25	7	345	42	3	67	24	6	346
B. good	42	0	0	23	70	8	24	2	6	345	41	0	61	32	7	343	46	1	62	32	5	344
C. fair	10	0	0	5	63	2	25	1	13	342	9	0	48	33	19	340	10	0	48	42	10	341
D. poor	1	0	0	1	100	0	0	0	0	344	2	0	50	50	0	340	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	20	0	0	12	75	4	25	0	0	345	19	0	52	43	5	342	22	1	48	38	12	341
B. about the same as my regular schoolwork	56	1	2	32	73	8	18	3	7	346	60	1	70	21	8	345	57	2	68	26	4	346
C. easier than my regular schoolwork	24	0	0	12	63	5	26	2	11	345	21	0	52	35	13	343	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	17	0	0	6	46	4	31	3	23	340	21	0	33	50	17	339	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	58	0	0	34	76	9	20	2	4	346	54	0	70	26	4	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	26	1	5	15	75	4	20	0	0	348	25	2	70	19	9	345	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	1	7	7	50	6	43	0	0	345	13	3	43	50	3	343	19	3	65	27	6	346
B. 20 minutes to an hour	68	0	0	43	80	9	17	2	4	347	65	0	74	22	5	345	47	2	68	25	5	346
C. less than 20 minutes	4	0	0	1	33	2	67	0	0	341	10	0	30	43	26	339	19	1	56	35	8	343
D. I rarely read at home.	10	0	0	5	63	0	0	3	38	340	12	0	52	30	19	340	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	36	0	0	22	79	5	18	1	4	346	33	0	68	25	7	344	28	1	56	33	9	343
B. six to ten pages	12	0	0	4	44	4	44	1	11	342	18	0	63	32	5	345	23	1	63	29	7	344
C. eleven or more pages	53	1	2	29	71	8	20	3	7	346	49	1	60	29	10	344	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										70	0	43	57	0	341						
B.	100	0	0	0	0	1	100	0	0	340	20	0	50	50	0	346						
C.	0										10	0	100	0	0	346						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Sanford School Department  
School: Margaret Chase Smith Sch.-Sanf

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	7	8	12	6	1295	9
	2006-2007	12	14	25	11	1985	14
	<b>2007-2008</b>	<b>14</b>	<b>18</b>	<b>30</b>	<b>13</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	33	13	67	10	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	39	46	91	44	6852	49
	2006-2007	50	58	111	50	6990	51
	<b>2007-2008</b>	<b>51</b>	<b>64</b>	<b>129</b>	<b>55</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	140	56	331	50	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	30	36	72	35	4081	29
	2006-2007	23	27	71	32	3673	27
	<b>2007-2008</b>	<b>13</b>	<b>16</b>	<b>58</b>	<b>25</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	66	26	201	30	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	8	10	32	15	1638	12
	2006-2007	1	1	16	7	1193	9
	<b>2007-2008</b>	<b>2</b>	<b>3</b>	<b>17</b>	<b>7</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	11	4	65	10	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	10.5	70.0	9.5	63.3	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.4	74.3	9.8	70.0	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.0	60.0	3.0	60.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.3	66.4	8.7	62.1	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Sanford School Department  
 School: Margaret Chase Smith Sch.-Sanf

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	80	14	18	51	64	13	16	2	3	350	234	13	55	25	7	346	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										6	0	83	17	0	346	390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	7	1	14	5	71	1	14	0	0	349	13	15	69	15	0	348	204	18	48	25	9	347
Hispanic	3										3						159	6	50	31	13	342
Caucasian/White	70	13	19	45	64	10	14	2	3	350	212	13	54	25	8	346	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	3	27	6	55	2	18	332	45	0	36	44	20	336	2208	6	35	37	21	338
No	69	14	20	48	70	7	10	0	0	352	189	16	60	20	4	349	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	9	1	11	5	56	3	33	0	0	344	13	15	54	31	0	346	357	8	29	37	26	336
No	71	13	18	46	65	10	14	2	3	350	221	13	55	24	8	346	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	32	5	16	18	56	8	25	1	3	347	128	9	51	33	7	344	5452	9	45	33	12	343
No	48	9	19	33	69	5	10	1	2	351	106	17	60	15	8	348	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	80	14	18	51	64	13	16	2	3	350	234	13	55	25	7	346	13584	17	50	26	8	347
<b>Gender</b>																						
Female	39	7	18	25	64	7	18	0	0	350	111	12	59	24	5	347	6565	15	49	27	8	347
Male	41	7	17	26	63	6	15	2	5	349	123	14	52	25	9	346	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	18	0	0	11	61	7	39	0	0	342	48	2	40	44	15	338	2004	5	39	41	15	339
No	62	14	23	40	65	6	10	2	3	352	186	16	59	20	5	348	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	2										3						125	70	30	0	0	366
No	78	12	15	51	65	13	17	2	3	349	231	12	56	25	7	346	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Sanford School Department  
 School: Margaret Chase Smith Sch.-Sanf

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	3	60	2	40	0	0	344	4	11	56	33	0	346	6	9	40	33	18	340
B. less than one hour	87	14	20	44	64	9	13	2	3	350	82	14	55	23	8	347	79	18	52	24	6	348
C. one to two hours	5	0	0	3	75	1	25	0	0	350	9	10	65	25	0	348	12	16	48	27	8	347
D. more than two hours	1	0	0	0	0	1	100	0	0	328	5	0	33	50	17	337	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	56	8	18	29	66	6	14	1	2	351	50	13	59	19	9	347	37	22	50	22	6	350
B. They match some of what I have learned.	35	5	18	17	61	5	18	1	4	348	37	15	55	25	5	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	5	1	25	3	75	0	0	0	0	356	9	10	52	38	0	346	12	9	44	36	11	342
D. There is no match.	4	0	0	1	33	2	67	0	0	341	3	0	25	63	13	337	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	7	26	16	59	4	15	0	0	353	45	20	46	27	7	348	39	25	48	20	7	350
B. good	41	5	17	20	67	4	13	1	3	350	41	8	65	20	7	346	46	14	52	27	7	347
C. fair	19	0	0	11	79	3	21	0	0	344	10	0	73	23	5	345	12	8	49	35	9	343
D. poor	4	0	0	1	33	1	33	1	33	329	4	0	22	44	33	333	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	13	1	10	4	40	4	40	1	10	345	17	5	38	45	13	340	17	7	41	35	17	340
B. about the same as my regular schoolwork	62	8	17	34	71	6	13	0	0	350	60	14	61	22	4	348	59	18	53	24	5	349
C. easier than my regular schoolwork	25	5	26	10	53	3	16	1	5	350	23	17	51	19	13	347	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	34	4	15	14	52	8	30	1	4	345	33	9	52	31	8	343	32	13	47	30	10	345
B. two or three days a week	25	1	5	15	75	3	15	1	5	347	28	13	55	23	9	347	30	20	52	23	5	349
C. two or three times each month	13	3	30	7	70	0	0	0	0	356	14	15	64	12	9	347	19	20	53	21	6	350
D. never or almost never	28	6	27	14	64	2	9	0	0	354	25	17	53	26	3	349	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	1	25	2	50	1	25	334	9	0	35	45	20	335	7	5	34	40	20	338
B. two or three days a week	12	1	11	6	67	1	11	1	11	344	18	2	60	24	14	342	18	15	50	27	8	346
C. two or three times each month	24	2	11	15	79	2	11	0	0	350	28	12	60	23	5	347	28	21	53	21	4	350
D. never or almost never	59	11	24	27	59	8	17	0	0	352	45	19	54	23	4	349	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	1	11	5	56	1	11	2	22	344	16	6	42	36	17	340	16	8	42	36	13	342
B. 30–45 minutes	18	3	21	9	64	2	14	0	0	351	19	9	51	30	9	344	30	14	53	26	7	347
C. 45–60 minutes	25	4	20	11	55	5	25	0	0	349	20	22	54	22	2	350	32	22	51	22	5	350
D. more than 60 minutes	46	6	17	25	69	5	14	0	0	351	46	13	61	21	6	348	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										70	14	14	57	14	339						
B.	100	0	0	1	100	0	0	0	0	348	20	0	100	0	0	353						
C.	0										10	0	100	0	0	350						
D.	0										0											